



“A STUDY OF ACHIEVEMENT MOTIVATION OF STUDENT’S STUDYING IN GOVERNMENT AND PRIVATE COLLEGES”

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ABSTRACT

In the psychology of motivation, the concept of achievement motivation has generated a major current of activity. College success is influenced by many personality factors, among which the “Achievement motivation” seems to be the most important factor. The purpose of present study was - 1. To study the Achievement motivation of Boys and Girls studying in Government Colleges. 2. To study the Achievement motivation of Boys and Girls studying in Private Colleges. 3. To study the Achievement motivation of Students studying in Government and Private Colleges. The survey method was used, to collect data to test the hypothesis and to achieve the objectives of the present study. The Researcher have taken total 80 students from government and private colleges of Ujjain city to conduct this study. Random sampling method was used. Researcher have used self made ‘Achievement Motivation test’ for collecting data. The data were analysed using Mean, Standard deviation and t-test to find the significance.

KEYWORDS: Achievement Motivation, Government and Private College, Survey Method, Sample and Random Sampling

1. INTRODUCTION

Motivation is the heart of the learning process. Adequate motivation not only activates activity, which leads to learning, but also supports and directs it. Motivation is an indispensable technique for learning. It stimulates and accelerates the learner’s behavior. Thus, the reason for success appears when an individual knows that this performance will be evaluated, whether the result of that action will be a success or a failure and that good performance will produce a sense of pride in achievement when success is achieved to one or the other activity is accomplished.

Motivation is the force which initiates, guides and maintains goal-directed behaviour of a person. The word ‘Motivation’ comes from the Latin verb ‘Movere that means to move. In today’s world of competition, everyone wants to be the best and in that case motivation is the prime factor for getting that higher level of excellence.

In the psychology of motivation, the concept of achievement motivation has generated a major current of activity. College success is influenced by many personality factors, among which the “achievement motivation” seems to be the most important factor. Many factors related to the achievement motivation influence the performance of students in subjects.

According to David McClelland (1953), the achievement motivation is the attitude to be achieved rather than the accomplishments themselves with his friends have done a lot of research on the achievement motivation. The same author asserts that motivation is the restoration of certain processes by environmental events, which also contain elements that show future changes.

In addition, he says that everyone will have an inner urge to show that it is not ordinary, and has its own characteristics and aspires to reach higher. The achievement motivation is the motivation produced by this desire for success. In the same way, Atkinson and Father (1966) define the achievement motivation as “the achievement motive is conceived as a final disposition which manifests itself in an open struggle only when the individual perceives performance as an instrument of self- personal achievement”..

The achievement motivation was called the need for success, the wish to do well. It refers to the behavior of the individual who strives to accomplish something to do the best, to excel in other performances. This involves competitions with a particular level of performance excellence. The achievement motivation is an acknowledged way of accomplishing and struggling for success. The achievement motivation is a model of action planning and feel connected to the hard work to achieve a certain level of internal excellence. This implies a fundamental assumption that the desire to achieve something of excellence is inherent in being.

The achievement motivation does not come from the organism but depends on the formation of childhood. It has been found that adults with high motivation have been subjected to relatively rigorous training. Achievement motivation refers to an individual’s drive to achieve goals, overcome obstacles, and attain high standards of performance. It is a critical determinant of academic success and future aspirations. With increasing diversity in the education sector, it becomes essential to study the differences in motivation levels among students of different institutions, especially government and private colleges. This study attempts to explore whether institutional background affects students’ achievement motivation.

2. NEED OF THE STUDY

Achievement motivation is a critical psychological factor that influences a student's academic performance, career aspirations, and overall personal growth. In the context of higher education in India (or any country with both public and private education systems), there are noticeable differences in teaching styles, infrastructure, resource availability, and student expectations across government and private colleges. These differences may have a direct or indirect impact on students' motivation levels.

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3. STATEMENT OF THE PROBLEM

"A Study of Achievement Motivation of Student's Studying in Government and Private colleges"

4. OBJECTIVES OF THE STUDY

1. To study the Achievement motivation of Boys and Girls studying in Government Colleges.
2. To study the Achievement motivation of Boys and Girls studying in Private Colleges.
3. To study the Achievement motivation of Students studying in Government and Private Colleges.

5. HYPOTHESES OF THE STUDY

1. There will be no significant difference in the Achievement motivation of Boys and Girls studying in Government Colleges.
2. There will be no significant difference in the Achievement motivation of Boys and Girls studying in Private Colleges.
3. There will be no significant difference in the Achievement motivation of students studying in Government and Private Colleges.

6. DELIMITATIONS OF THE STUDY

- The presented research work will be limited to Ujjain city only.
- Only Government and Private colleges girls-boys will be included in the presented research work.
- In the presented research work only 100 students will be selected as sample.

7. REVIEW OF RELATED LITERATURE

Meijer et al. (2004); Awan et al. (2011) and Emmanuel et al. (2014) investigated that achievement motivation is significantly related with academic achievement. Chetri (2014) found a positive significantly correlation between achievement motivation and academic achievement. Pany, S. (2014);

Shekhar, C. & Choudhary, P. (2017); Rani, P. & Reddy, R. G. (2019) reveals that achievement motivation of science stream students is significantly differ from arts stream students, whereas Chiramel, V. T. & Vasuki, N. (2018); Roy, S. & Saha (2022) found a non significant difference between science and arts stream students on achievement motivation. Singh, R. (2019) investigated a non significant difference between science and commerce steam students.

Barker et al. (2008)'s study on effects between Motivational Goals, Academic self-concept and Academic achievement, which is well-established in the literature, however there remains disagreement about the causal ordering of these constructs (b) relations between motivation and academic achievement which show moderate to strong correlation and (c) relation between academic self-concept and motivational indicators which show strong correlations of the studies that combine self-concept and motivation, few examine motivation from a goal perspective the generalized hypotheses attached to this investigation is that variables drawn from self-concept and goal theories taken together will provide a fuller explanation of academic achievement than is possible with either self-concept or motivational goal variables alone. Hence, the purpose of this study was to examine with a longitudinal perspective, the relations between goal theory (mastery, performance and social) academic achievement among seven, eighth and ninth grade students.

Moore (2010) using Achievement Motivation theory explain student participation in a residential leadership learning community sought to examinestudent motives for participating in a residential leadership community for incoming freshmen using McClelland's Achievement Motivation Theory (Mclelland, 1958, 1961). Eighty-nine students began the programme in the fall 2009 semester and were administered a single researcher developed instrument. Responses to an open ended question that asked students what their primary motive for participating in the voluntary residential leadership learning community were analyzed using deductive content analysis techniques (Panigrahi, 2005) and categorized according to McClelland's Achievement Motivation theory as the need for affiliation, or any combination thereof. Results demonstrated that while all three needs were found within the responses, the need for achievement and the need for affiliation were more common motives for joining the voluntary, residential leadership learning community.

8. RESEARCH METHOD FOLLOWED IN THE STUDY

The survey method was used to collect data to test the hypothesis and to achieve the objectives of the present study.

9. SAMPLE

The Researcher have taken total 80 students from government and private colleges of Ujjain city to conduct presented study. Random sampling method was used.

10. TOOLS

In the presented study the researcher have used self made 'Achievement Motivation test' for collecting required data. It

is a standardized test.

11. STATISTICAL TECHNIQUES

In the present study, the data were analysed using Mean, Standard deviation and t-test to find the significance.

12. DATA ANALYSIS AND INTERPRETATION

The analysis of data, interpretation and discussion of the findings are presented below:

H01- There will be no significant difference in the Achievement motivation of Boys and Girls studying in government Colleges.

S.no	Gender	Sample	Mean	SD	df	t-value	Significance Level
1	Girls	40	16.05	0.63	78	3.22	Significant at 0.01 & 0.05 level
2	Boys	40	19.05	5.87			

Table 1: Statistical value of scores of Girls and Boys studying in Government college

Table 1 shows that 't' value is 3.25, which is significant at 0.05 and 0.01 level of significance with df 78. It shows that Boys and Girls students of Government college differ significantly on achievement motivation. Hence the null hypothesis 'There will be no significant difference in the Achievement motivation of Boys and Girls studying in government Colleges' is rejected. The higher mean score of Boys students shows that Boys have higher achievement motivation as compared to Girls.

H02- There will be no significant difference in the Achievement motivation of Boys and Girls studying in Private Colleges.

S.no	Gender	Sample	Mean	SD	df	t-value	Significance Level
1	Girls	40	18.2	6.71	78	3.22	Not Significant 0.01 & 0.05 level
2	Boys	40	19.05	6.39			

Table 2: Statistical value of scores of Girls and Boys studying in Private college

Table 2 shows that 't' value is 0.85, which is not significant at 0.05 and 0.01 level of significance with df 78. It shows that Boys and Girls students of Private college not differ significantly on achievement motivation. Hence the null hypothesis 'There will be no significant difference in the Achievement motivation of Boys and Girls studying in Private Colleges' is accepted. The higher mean score of Boys students shows that Boys have higher achievement motivation as compared to Girls.

H03- There will be no significant difference in the Achievement motivation of students studying in Government and Private Colleges.

S.no	Gender	Sample	Mean	SD	df	t-value	Significance Level
1	Government	80	18.7	5.41	158	0.50	Not Significant 0.01 & 0.05 level
2	Private	80	16.57	3.76			

Table 3 shows that 't' value is 0.50, which is not significant at 0.05 and 0.01 level of significance with df 158. It shows that students of Government and Private college not differ significantly on achievement motivation. Hence the null hypothesis 'There will be no significant difference in the Achievement motivation of students studying in Government and Private Colleges' is accepted. The higher mean score of Government college students shows that Government college students have higher achievement motivation as compared to Private Colleges.

13. FINDINGS

1. It has been found that there is a significant difference in the mean score of achievement motivation of Boys and Girls students of Government college. Boys have higher achievement motivation as compared to Girls.
2. It has been found that there is no significant difference in the mean score of achievement motivation of Boys and Girls students of Private college. Boys have higher achievement motivation as compared to Girls.
3. It has been found that there is no significant difference in the mean score of achievement motivation of students of Government and Private college. Government college students have higher achievement motivation as compared

to Private Colleges.

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